

# London Design and Engineering University Technical College

Monitoring visit report

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**Unique reference number:** 2527508

**Name of lead inspector:** Peter Nelson, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

**Address:** 15 University Way  
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## Monitoring visit: main findings

### Context and focus of visit

London Design and Engineering University Technical College (LDE UTC) is an independent learning provider, based in the London Borough of Newham. This monitoring visit report relates solely to the UTC's apprenticeship provision. Ofsted inspected the full-time provision at the UTC, for learners aged 14 to 19, separately in October 2018, under the school inspection framework.

LDE UTC has been running its apprenticeship programme for about two years. It offers level 3 apprenticeships in a range of engineering, building services and civil engineering standards. At the time of the inspection, a total of 32 apprentices were on programme. Most apprentices work for employers across Greater London.

### Themes

#### **How much progress have leaders and managers made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision? Insufficient progress**

Leaders and managers do not ensure that the programme meets the requirements of successful apprenticeship provision. Apprentices, who have been on programme for up to two years, are unsure of the structure of their programme. They are unclear about the progress they are making, or how long they are due to be on the apprenticeship. Assessors do not explain sufficiently clearly to apprentices how they should prepare for end-point assessments. As a result, apprentices have insufficient understanding of the programme, which hinders their chances of successful completion.

Assessors do not visit apprentices in the workplace frequently enough. While apprentices acquire useful work-related knowledge, skills and behaviours from their employers, assessors do not review or record the progress of apprentices in the workplace regularly. Also, they do not provide timely or detailed information to managers about apprentices' progress. As a result, both managers and apprentices are unclear about the progress apprentices make.

Following a recent change to the personnel responsible for managing the apprenticeship provision, managers have now accurately identified the major challenges required to raise the quality of the apprenticeship programme. Managers are implementing substantial changes to help address weaknesses. However, these changes are very new, so it is too early to judge their effectiveness.

Leaders and managers have a well-defined strategic priority for the UTC, which is to prepare future generations for the workplace and for industry. The work-based

apprenticeship component complements the full-time UTC-based curriculum, providing a suitable range of career routes for apprentices. Managers have fostered strong and beneficial links with employers. They have used these links well to help establish well-equipped, high-quality accommodation and resources for learners.

**What progress have leaders and managers made to ensure that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?      Insufficient progress**

Assessors do not recruit all the apprentices to the most appropriate level of programme, relative to their prior knowledge, qualifications and career aspirations. A minority of apprentices are right to indicate that the programme does not challenge them sufficiently. For example, teachers do not ensure that the curriculum is suitably demanding for apprentices who have achieved high grades in A levels. As a result, these apprentices do not extend their knowledge to a higher level and tend to be less motivated by the programme.

Teachers and assessors do not ensure that they plan and deliver the classroom and work-based components of the course in a logical or sequential order. As a result, apprentices struggle to link the theoretical aspects of the course with the practical skills they acquire in their workplaces.

Staff do not match workplace expectations around deadlines, as they are too relaxed about submission deadlines for apprentices' written work. Apprentices do not receive suitably useful or timely feedback from staff on their assessed work. As a result, they are unclear about what they need to do to improve.

For a few apprentices, their job roles do not fully enable them to develop the knowledge and skills they need to achieve the apprenticeship. For example, they carry out predominantly desk- and office-based roles, overseeing the work of others, when much of the apprenticeship requires them to develop more practical, field-based technical skills.

Teachers have designed and implemented an innovative blend of classroom and online learning materials. This model enables apprentices to work flexibly, particularly during the holiday periods, when the UTC is closed.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?      Reasonable progress**

Leaders and managers have established a sound set of policies and procedures associated with safeguarding and the welfare of learners. A suitably trained designated safeguarding lead oversees the effective implementation of these policies and procedures, and deals with any safeguarding-related issues as they arise.

Managers follow safer recruitment practices to ensure the suitability of all staff who work with apprentices. Apprentices have a reasonable understanding of the risks associated with extremism and radicalisation.

All apprentices and staff have received training on safeguarding. They have a good understanding of what actions to take in the event of any safeguarding concerns. Apprentices feel safe and have a good understanding of health and safety procedures relevant to their respective working environments.

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